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ABSTRACT

Use of simulation games to develop insights relative to the U.S. political system is discussed. The games involve processes of nomination and election of senators and presidents, campaigning, and legislative decision making. First, selected dimensions of simulation game utilization are reviewed. There is agreement that outcomes of simulation games include student motivation, development of decision-making skills, and nonthreatening teacher-student interaction. Less substantiated outcomes are cooperation, empathy, and learning about competition and the role of chance. In a discussion of specific games which might be valuable in affecting political attitudes and values, special attention is given to development of positive political efficacy in students. Research using different simulation games shows that one game definitely helps develop positive attitudes toward political processes and another influences children from higher economic groups more than lower socioeconomic backgrounds. In a final section, specific games are described which seem especially good for classroom utilization. Some are embedded in curriculum materials; others are freestanding. Sources and costs are given. (AV)

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SIMULATION GAMES: TOOL FOR POLITICAL EFFICACY

Jack Cousins

Although the purpose of this article is perhaps a rather simple one, it appeared desirable to establish considerable background before developing the major element of the article, a review of several simulation games[1] which seem especially useful in efforts to develop insights relative to our political system. First presented is a brief review[2] of selected dimensions of simulation game utilization. Although some parts of this review may seem redundant to those who are informed about current developments surrounding simulation games, it may be useful for readers who have not previously been interested in using simulations as an instructional strategy.

Secondly, special attention is given to researches using simulation games which might be valuable in efforts to affect political attitudes and values. Of special concern is the possibility that simulation games might be an effective tool in efforts to help students develop positive political efficacy.

The final section of this article is a presentation of simulation games and educational games which seem especially useful for classroom utilization. Some of the games are imbedded within curriculum materials while others are free standing. Included in the description and analyses of the activities are suggestions relative to classroom use.

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[1] The terms simulation and simulation games are used interchangeably in this article. For a detailed discussion of the terminology relative to simulation activities see: Stadsklev, Ron, Handbook of Simulation Gaming in Social Education (Part 1: Textbook) (The University of Alabama, 1975), pp. 4-10.

[2] For more extensive reviews of research, the reader is referred to:

a. Wentworth, Donald R., and Darrell R. Lewis, "A Review of Research on Instructional Games and Simulations in Social Studies Education", Social Education, 37 (May, 1973), pp. 432-440.

b. Coleman, James S., et al, The Hopkins Games Program: Conclusions from Schools, Johns Hopkins University, 1973).

c. Chapman, Katherine, James E. Davis and Andrea Meier, Simulation/Games in Social Studies: What Do We Know? Boulder, Colorado: Social Science Education Consortium, 1974.

Background

Beginning in the latter half of the 1960's simulation has become a highly popularized teaching strategy, especially in the social studies. Since February, 1969, Social Education alone has published no fewer than fifteen articles dealing with various aspects of simulation gaming. In addition, a variety of other publications concerned with simulation gaming appeared on the educational scene during the latter 1960's and early 1970's. For example, Boocock and Schild[3], Abt[4], Nesbitt[5], and Inbar and Stoll[6] published books dealing with simulations and their application to social studies education. In addition the journal, Simulation & Games[7] appeared in 1970 and, at least one national newsletter, Simulation/Gaming/News[8] was initiated in 1970. And, there are numerous other publications produced by simulation game developers and publishers.

What may have appeared to be another "flash-in-the-pan" innovation seems to have found solid acceptance among social studies teachers and educators. Although some early initiates may have over-estimated the effectiveness of simulation games, it is now quite certain that simulation games, properly utilized, do make valuable contributions to student learnings in social studies classes.

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[3]Boocock, Sarane S., and E. O. Schild, SIMULATION GAMES IN LEARNING, (Beverly Hills, California: Sage Publications, Inc., 1968).

[4]Abt, Clark C., SERIOUS GAMES, (New York: The Viking Press, 1970).

[5]Nesbitt, William A., SIMULATION GAMES FOR THE SOCIAL STUDIES CLASSROOM, (New York: The Foreign Policy Association, 1971).

[6]Inbar, Michael, and Clarice S. Stoll, SIMULATION AND GAMING IN SOCIAL SCIENCE, (New York: The Free Press, 1972.)

[7]SIMULATION & GAMES: AN INTERNATIONAL JOURNAL OF THEORY, DESIGN, AND RESEARCH, (Beverly Hills, California: Sage Publications, Inc.)

[8]SIMULATION/GAMING/NEWS, (Moscow, Idaho Simulation Gaming News, Inc.)

Many readers are undoubtedly familiar with the meanings attached to the terms "simulation", "simulation game", and "educational game". Nevertheless, a definitional basis for the discussion which follows seemed desirable. Simulation is an attempt to recreate, for instructional purposes, some dimensions of reality. The simulation, or model of reality, usually involves a setting or scenario, roles to be assumed and carried out, a problem or problems to be confronted, constraints or rules, and an outcome or set of outcomes. According to Abt, a serious game (simulation game) "is an activity among two or more independent decision-makers seeking to achieve their objectives in some limiting context."[9] A similar, yet slightly different definition is offered by Boocock and Schild.

> "A social simulation game always consists of a player or players acting in a social environment. By its very definition, it is concerned principally with that part of an individuals' environment that consists of other people, groups, and organizations."[10]

The animated discussions which take place in relation to definitions usually center on such dimensions as the type of activity, learner goals, whether there are winners and/or losers, the degree to which play is involved, and the degree of role specificity. No attempt will be made here to attempt any resolution to the discussions about definition. Rather, it is assumed that the reader realizes that simulations, simulation games and educational games are identified by a variety of terms. The following statements however, may be useful.

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[9]Abt, Clark, Serious Games (New York: The Viking Press, 1970), p. 6.

[10]Boocock, Sarane S., and E. O. Schild, op. cit., p. 30.

"Simulations are operating models of physical or social situations."[11]

"Stated another way, a simulation is a selected representation of reality, containing only those elements of reality that the designer deems relevant to his purpose."[12]

"Today the term simulation/game is very popular in the educational field. It is used to describe a variety of activities and materials. Role playing, instructional games, simulations, and simple participatory exercises are all called simulation/games. A more inclusive term should be used to refer to those activities and materials. I offer for consideration the term 'autotelic inquiry techniques'...."[13]

Despite definitional discussions, it is apparent that simulation games or autotelic techniques perform serious functions for society in the socialization processes. The particular type of simulation games varies from society to society, but nevertheless contribute to socializing the young and immature.[14] Since schooling also contributes to the socialization processes, it is no wonder that simulation type activities have been so readily adopted by social studies teachers.

Claims

Despite continuing definitional discussions, there does appear to be some agreement relative to anticipated learning outcomes. It is generally accepted that simulation games are good motivators.[15] This seems to be due to the active, personal involvement by students in the activities. In a similar sense positive motivation may result from the fact that students seem to enjoy the participation required in simulation situations.[16]

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[11] Nesbitt, op. cit., p. 4.

[12] Ibid., pp. 4-5.

[13] Stadsklev, Ron, Handbook of Simulation Gaming in Social Education (Part I: Handbook), (The University of Alabama, 1975), p. 4.

[14] Inbar, Michael, and Clarice S. Stoll, Autoletic Behavior In Socialization, (Baltimore: Center for Social Organization of Schools, The Johns Hopkins University, 1968), pp. 1-2.

[15] Ibid., pp. 3-4.

[16] Nesbitt, op. cit., pp. 40-41

A finding, quite consistent with student enjoyment of simulation games is that students prefer them to other instructional approaches.[17] This finding, quite generalizable, seems to hold true for both elementary and secondary students. The fact that students enjoy simulation games and prefer them to other types of instruction may be enough justification to include them in one's repetoire of teaching strategies. But, on the other hand do simulation games make positive contributions to the attainment of cognitive learning goals?

In addition to enjoyment and student preference, there seems to be other, perhaps more substantial areas of agreement. For example, it appears that participation in simulation games helps student develop decision making skills. Another way of regarding this is that participants in simulation games must process (think with) information generated during the activity.[18]

The use of simulation games has an effect on the manner in which classes operate. In most classrooms, the central role is usually occupied by the teacher. Not so, when simulations are used.

> "....the teacher is removed from those judgmental and critical duties that make her/him a threat. This allows a teacher to shift to a role of helper and coach -- to a nonthreatening role as co-director, so to speak, of interaction between games and students..."[19]

There are numerous claims in addition to the ones about which there is general agreement. These include: learning about competition, developing cooperation, developing empathy, learning concepts, developing skills, developing efficacy,

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[17]Coleman, James S., et al The Hopkins Games Program: Conclusions from Seven Years of Research, (Baltimore: Center for Social Organizations of Schools, Johns Hopkins University, 1973), p. 6.

[18]Coleman, et al, op. cit. pp. 3-4.

[19]Chapman, Davis and Meier, op.cit., p. 15.

and learning the role of chance.[20] It must be noted, however that not all these claims can be supported by much substantial research.

When one considers the results of available research, it becomes evident it is quite difficult to draw strong generalizations about cognitive gain. In fact, the reported researches are often contradictory. Some studies indicate that simulation games are significantly superior to other instruction modes as far as cognitive gains are concerned. On the other hand, there are studies which suggest that simulation games are no more effective than other strategies. Overall, one can safely say that simulation games are effective in cognitive areas, but they do not seem to be any more effective than other instructional strategies.[21]

Another area of concern is whether simulation games are effective in achieving attitude change on the part of participants. Although there is some research supporting such claims, the evidence is not conclusive enough to generalize beyond the specific studies which used simulation games designed to cause specific attitude shifts.[22] Attitude change as it relates to political beliefs is considered more thoroughly in a later part of this article.

Simulation Games and Political Beliefs

For the purposes of this article studies designed to assess simulation game effect on political attitudes are reviewed separately. Of special concern is the possibility that simulation games may be effective as one means by which teachers can help students develop a positive sense of political efficacy. It is difficult,

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[20] Nesbitt, op.cit. pp. 42-48.

[21] Wentworth, Donald R., and Darrell R. Lewis, "A Review of Research on Instructional Games and Simulations in Social Studies Education, Social Education, 37 (May, 1973), pp. 435-437.

[22] Ibid., pp. 437-438.

perhaps impossible, to locate materials designed for government (or civics) courses which do not assume that students should develop positive feelings and beliefs about our political system. Applied to government and/or politics efficacy means the belief that a citizen can influence the political system in desired directions. This definition assumes that an individual, or group, ought to become involved in efforts to influence the political structures and processes governing society. Quite often this goal of positive political efficacy is stated in terms of beliefs and attitudes. For example, if one states, "The way people vote is the main thing that decides how things are run in this country."[23] It suggests that the person making the statement believes that one vote does make a difference. In brief, he has a positive sense of political efficacy. Regardless of the particular terminology employed, a set of positive attitudes toward participation in political processes, accompanied by the belief that each citizen can (and ought to) influence his/her political system is one of the cardinal objectives of civic education.

> "Among others, one of the primary concerns of social studies curriculum and instruction has been the development of pupil understandings and attitudes concerning political system."[24]

Political efficacy partly grows out of the knowledge about the structures of government, partly from knowledge about political parties and processes, partly from knowledge and analysis of political-social values, and partly from the development of positive attitudes toward active participation in political processes. Briefly stated, one of the primary goals of political socialization is a citizen who has knowledge about the political system, who believes that the system is

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[23]Easton, David, and Jack Dennis, "The Child's Acquisition of Regime Norms: Political Efficacy", The American Political Science Review, Vol. 61 (March, 1967) p. 28. This was one of the items used to assess the political beliefs of children.

[24]Caroli, Joseph, "What Research Says to the Classroom Teacher: Political Socialization", Social Education, Vol 36 (January, 1972) , p. 92 .

worthy of continuation (sometimes in changed form), and who believes that he/she can influence the system through active participation.

John Patrick, in a review of research dealing with political socialization of American youth, discusses various dimensions of the development of political efficacy.

> "American schools teach political beliefs and behavior both formally and informally, both directly and consciously through planned instruction and inadvertently through casual experiences or chance happenings. Formal courses in history, civics, and government are expected to develop good citizenship. Also, schools observe patriotic holidays and utilze rituals in order to teach respect and love for the nation. The rules of democratic political participation are learned through classroom discussion, committee projects, student government, and school club activities. School teachers and administrators also impart much political learning unconsciously by their styles behavior, their classroom procedures, and their general attitudes toward children. It is difficult to determine exactly how these school experiences are linked to adult political behavior, but it is probable that they have enormous impact, that they influence some life-long political attitudes."[25]

From his perspective, Patrick views the development of political efficacy as a very complex, multiple-faceted phenomenon. For him, then it is doubtful if any one instructional activity, any one set of materials, or any one set of teaching devices can, in singular fashion, change the development of political attitudes. But, as teachers and teacher educators, we must consider cumulative effect of materials and strategies.

Although Patrick cites studies which suggested that civic education curricula have little or no influence upon the development of political attitudes and values of most high school students,[26] he remains positive in his general position that schools can, and ought to strive for the development of positive

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[25]Patrick, John, POLITICAL SOCIALIZATION OF AMERICAN YOUTH: IMPLICATIONS FOR SECONDARY SCHOOL SOCIAL STUDIES, (Washington, D.C., National Council for the Social Studies, Research Bulletin No. 3, 1967) p. 27)

[26]Patrick, op. cit., p. 37.

political attitudes:

> "The schools do appear to contribute to the developing of long-term, positive, supportive political beliefs and to the undercutting of political alienation and cynicism. The vast majority of American adults express a generalized loyalty to the American political system and a generalized acceptance of American political ideals. Many American adults indicate some politcal alienation or cynicism, but compared to most other peoples around the world, their political attitudes appear quite positive and supportive." [27]

Even though his own view, as expressed in his writings, is positive, Patrick seems convinced that the content of political education courses in public schools is not realistic and often redundant. He further suggested that formal programs of political education are relatively unsuccessful. He does, however, raise the possibility that restructured learning experiences might be successful

> "Would reorganizing civics and government courses around the concepts of the behavioral and social sciences make these courses more realistic and less redundant? Would this reconstruction of course content make political education programs more fresh and stimulating and more likely to have an impact upon the political beliefs and behavior of students? [28]

Patrick summarizes his hope for new, more effective teaching strategies by stating:

> "In accord with this ideological orientation, we might interpret the findings of political socialization research as leading to the conclusion that fresh positive efforts should be made to improve the political socialization strategies of American schools." [29]

It must be added thata desire for greater political efficacy is not necessarily

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[27] Ibid., p. 41.

[28] Ibid., p. 64.

[29] Ibid., p. 66.

oriented to the ideology of any particular political party. Rather, it is the hope that young people will feel that they ought to actively participate in the political processes, and that this participation is likely to result in positive political change. The very important problem faced by Patrick is that, even though the development of positive political attitudes is an educational goal, present instructional strategies and materials do not seem to have much affect on the political attitudes of children.

Patrick called for innovative approaches to the teaching about our political and governmental systems. It is a basic assumption of this article that the use of simulation games is a positive step toward an improved, more effective programs in political socialization. But, before one can state somewhat conclusively that simulation games do make positive contributions to the development of political ideals and beliefs, it is necessary to examine, however briefly, recent research that involves simulation games and political beliefs.

In 1966, Boocock, using non-school groups of students at a 4-H Convention concluded that participation in the simulation game, Democracy, increased the political efficacy of the participants.[30] In another study in which Democracy was also used, Livingston found that students increased tendencies to accept log rolling as a political practice.[31] Livingston's study involved two groups. It appeared that political efficacy increased in one group and that, although some gain was indicated, there was no significant change in efficacy in the second group. But, it remained that the simulation game, Democracy, had merits

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[30]Boocock, Sarane S., "An Experimental Study of the Learning Effects of Two Games with Simulated Environments", in Boocock, Sarane S., and E. O. Schild, Simulation Games in Learning, (Beverly Hills, California: Sage Publications, Inc., 1968), pp. 107-130.

[31]Livingston, Samuel A., "Effects of a Legislative Simulation Game on the Political Attitudes of Junior High School Students", Simulation & Games: An International Journal of Theory, Design, and Research, Vol. 3 (March, 1972),pp. 41-52.

as a teaching strategy in that the results suggest it is effective in the development of positive attitudes toward political processes.

In a study using the simulation game, Metro Government, Vogel[32] found that scores on a modified Easton and Dennis [33] instrument increased significantly when compared to the control group. He also found greater gains among low and middle IQ students than among students represented by high IQ's. Further it was found that children from higher economic groups were influenced more than children from lower socio-economic backgrounds. As with the Boocock and Livingston studies, Vogel's study suggests that simulation games can be an effective tool in efforts to develop positive political attitudes.

Alley and Gladhart, using the Mayoral Election Game from the curriculum, American Political Behavior found no significant differences in the political efficacy of the control and experimental group.[34] For the purposes of this study a 25 item political efficacy instrument, based on the instruments of Easton and Dennis, was developed.[35] There was, however, no attempt to compare posttest data with pretest data to determine gain or loss in efficacy which might have occurred during the study.

Although research dealing with political efficacy and simulation games is relatively scarce, it is increasing. And, there is the problem of the quality of research.

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[32]Vogel, Rex, "The Effect of a Simulation Game on the Attitude of Political Efficacy, Simulation & Games, Vol. 4 (March, 1973), pp. 71-79.

[33]Easton and Dennis, op. cit.

[34]Alley, Robert and Stephen C. Gladhart, "Political Efficacy of Junior High Youth: Effects of a Mayoral Election Simulation", Simulation & Games, Vol. 6 (March, 1975), pp. 73-83.

[35]Gladhart, Stephen C., The Relationship Between a Political Simulation and Political Efficacy in Eighth Grade Students, unpublished Master's thesis, Wichita State University, Wichita, Kansas, July, 1972, pp. 77-80.

> "Unfortunately , many of the reported studies are replete with threats to their research validity; unassessed treatments, lack of randomizations, novelty, halo and experimenter effect and lack of replication are some of the problems that characterize the field."[36]

It is obvious that more research, especially studies involving students over long periods of time needs to be conducted before conclusive generalizations can be reached about the effect of simulation games on political efficacy. At this time, however, there is ample evidence to suggest that simulation games can make positive contribution in efforts to affect political attitudes.

The final section of this article is a two-part list of simulations which are especially useful when teaching about elections and political processes. The first part is composed of brief reviews of simulation games and/or educational games. Each one of these activities has been used and reviewed by this author. The second part is a list of games which appear promising, but which were unavailable for review.

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[36]Heitzmann, William Ray, anc Charles Staropoli, "Attitudinal Change in Social Studies Simulations: The Research Findings, Social Studies Review, California Council for the Social Studies, Vol. 14 (Winter, 1974) pp. 7-9.

There are three basic reference sources for simulation games. Stadsklev's Handbook of Simulation Gaming in Social Education (Part I: Directory)[37] is the most complete source for social studies teachers. It contains descriptions and analyses of over 700 simulation or gaming activities. Also included are price and the names and addresses of simulation procedures. A second source, The Guide to Simulation/Games for Education and Training[38] is a source for simulation games in all areas of education, and business. Sources and price are cited, but the reviews are generally very brief. The third sources is The Data Book[39]. At the present time, there are over eighty social studies games and simulations reviewed in this source. Each review in the Data Book is very thorough and additional reviews are added to the Data Book each year.

Simulation/Game Reviews

Bottleneck is a legislative process simulation originally designed to be used within the curriculum, American Political Behavior (Ginn & Company). It readily can be used within any unit dealing with the problems faced as legislative bodies attempt to enact legislation. Ideally, Bottleneck is to be used in classes of 25 or more students, but it can be adapted for use in smaller classes. Due to the complexities of this simulation, this writer believes it should be used with ninth grade, or older, students. The simulation package also includes a second simulation game, Ninth Justice.

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[37] Stadsklev, op. cit.

[38] Zuckerman, David W. and Robert E. Horn, The Guide to Simulation/Games for Education and Training, (Lexington, Kentucky: Information Resources, Inc., 1973).

[39] _____ The Data Book, (Boulder, Colorado: Social Science Education Consortium.)

Materials are quite durable and should last at least five years. The price may appear to be somewhat high, but the buyer does receive the two activities. The directions for Bottleneck are not exceptionally clear and the user is advised to go through the activity several times before using it with a class. It is advantageous to use Bottleneck several times with the same class. In terms of learning outcomes, the students do learn the steps of how a bill becomes a law, but more importantly the many hidden processes and concepts of enacting legislation are illustrated by Bottleneck.

Source: Ginn & Company
191 Spring Street
Lexington, MA 02173
Cost: $49.50

Campaign is a two part simulation which deals with the nomination and possible election of a state senator. It is a rather sophisticated and realistic simulation game that takes participants beneath the surface of a political campaign. Briefly stated, Campaign deals with the complex, often confusing dimensions of the American political system.

An important part of Campaign is the decision-making which is required as strategies and issues are chosen in the effort to elect a particular candidate. Involved in this simulation are: precinct workers, pressure groups, nomination conventions, vote trading, speeches and the new media. The first part of the activity is concerned with each of the two parties nominating a candidate for a state senatorship. The second part is the actual election campaign itself.

Although Campaign is complex, it is an exciting and realistic simulation. It is recommended for use with senior high school and college students and would work well when used in two classes (two teachers) at the same time. It requires much advance preparation on the part of the teacher.

Source: Instructional Simulations, Inc. (ISI)
2147 University Avenue
St. Paul, MN 55114
Cost: $125.00

Coalition: The Presidential Election Game is an activity in which four presidential candidates attempt to gain winning support from seven special interest groups. The special interest groups are: business, ethnic minorities, farmers, labor, senior citizens, women and youth. Each candidate is required to take stands on issues which are important to the interest groups. In other words, each candidate is required to develop a platform which he/she hopes will cause various interest groups to support him/her on election day.

The second phase of Coalition is a campaign for the popular vote, which is followed by a general election. Coalition, however, does not end with a simple popular vote victory. The winning candidate is also required to win a majority (270) of the votes of the electoral college. If there is no majority as a result of the electoral vote, the decision is passed on to the House of Representatives which is required to choose from among the top three candidates. In order to facilitate the above steps, the classes have previously been structured to operate as the Electoral College and as the House of Representatives.

Coalition teaches the usual information about the steps of electing the President, but more than this, the complexities involved are brought to the surface. Users should plan to devote about 6 to 8 class periods for this simulation. It is recommended that much information relative to presidential elections, the Electoral College and the House of Representatives be presented before initiating Coalition. It is very desirable to use two classes for this simulation. Recommended for eighth grade and older, students.

Source: Changing Times Education Service
1729 H. Street NW
Washington, D.C. 2006

Cost: $17.50

Democracy is a set of eight simulation games which deal with various stages of decision making in the American political/governmental system. As one moves from game 1 to game 2 and 3, political processes increase in their complexities. The five remaining simulations are complex elaborations of game 1.

Game 1 is concerned with a legislator attempting to get bills passed or defeated. In addition each legislator is trying to be certain he/she will gain re-election. In Game 2, players, representing citizens of various backgrounds, try to influence other citizens to vote for particular legislation. Game 3 combines the elements of games 1 and 2. Citizens first decide which issues they will support. This move is followed by a legislative session during which legislators must try to meet the demands of the citizens and yet enact legislation. It is often very difficult to meet the demands of one's constituency and steer a bill through to passage. Vote trading and log rolling become a normal part of these games.

The five more complex games involve: A legislators convictions; The power of a floor leader; Passage of a legislative program; Legislative Committee Structure; and Taxation and Public Expenditure.

Democracy is a well-tested set of simulation games. It is a very good one for the initial experience with simulation games. Yet, the more advanced games can be used in classes having previous simulation experience. It is advisable to go through each game thoroughly before using, and repeated usage within the same classes can be educationally profitable.

Democracy teaches the structure of legislative decision making, and it teaches the down-to-earth political processes involved.

Source: Western Publishing Co., Inc.
School & Library Department
850 Third Avenue
New York, NY 10022

Cost: $6.50

Elect 1 and Elect 2 are computer-assisted simulations of past presidential elections. In Elect 1, the elections of 1828, 1840, 1844, 1868, 1876, 1884, and 1896 are re-created. Elect 2 operates exactly as Elect 1, except the elections are those of the 20th century. Included are the presidential elections: 1920, 1928, 1932, 1948, 1952, 1960, and 1968. The objective of these simulations is to assess voter attitudes toward candidate personalities, image of the parties, and the political issues of the time. Participants in Elect 1 and Elect 2 decide how each candidate should have allocated his resources relative to the three categories mentioned above. That is, students decide how much of his resources should have been spent on his public image, the party image, and the current political issues. The computer program, after in-put by the student, prints out how the election would have been decided had the candidate allocated his resources according to student in-put. In addition, the computer prints out the actual results of the past election. Each election can be run as many times as desired, with new student in-puts for each run.

Elect 1 and Elect 2 are basic language computer assisted simulations, but one does not need to be an expert in computer programming in order to use them. Any teacher, with access to a computer terminal can learn to use these simulations in less than one hour. One does, however, need to have the program placed in the computer system available, and this step does require the expertise of a computer specialist. If one plans to use these simulations, he/she should contact the computer specialist several weeks in advance since there are, quite often, technical differences between the program you purchase and the system you hope to use. These differences, with the aid of your specialists, can be resolved in less than an hour.

Elect 1 and Elect 2 each can be completed in one class period. They can and should be repeated, and can be used easily with large or small classes. They are excellent for preparing students how to analyze current election campaigns.

Source: Digital Equipment Corporation
Software Distribution Center
Bldg. 1-2, 146 Main Street
Maynard, MA 01754

Cost: Individual Package $6.00
(Includes Student Workbook, Resource Handbook and Teachers Guide, and Computer Tape)
Additional Student Workbooks $.30

Elect 3, a companion to Elect 1 and Elect 2, is another basic language computer assisted simulation. This simulation builds on the knowledge and processes learned in Elect 1 and Elect 2. Elect 3, however, does not use past elections. It can simulate any current election; local, state, or national. It really provides a structure for analytically studying the campaign strategies, especially resource allocation, of the leading candidates. And, it provides the student with some tools for making election predictions.

In Elect 3, role playing becomes an important ingredient. Each student will assume a carefully defined party role, and will help develop an election campaign. (The simulation can be applied to a real campaign, or to one which develops within the classes involved.) The class is divided into two major parties with student adopting roles such as: Presidential candidate (mayoral candidate), campaign manager, speechwriter as well as others.

It is possible, even desirable to use two classes, with each one representing one of the political parties. When each party has decided how its resources are to be spent, the decisions are fed into the computer. The program then provides the class results which are based on computer analyses of many past elections.

Elect 3 takes about six to seven class days. It can, and perhaps should, be repeated. In the second use, students should study how they allocated their resources in the first election to determine if they can improve their chances of conducting a more successful campaign.
Source: (Same as Elect 1 and Elect 2.)

Hat in the Ring is a simulation designed to teach some of the dimensions of presidential nominating procedures. Although the model seems relatively simple, it is nevertheless much more substantial than the usual descriptions of how a person becomes nominated to run for the Presidency. Important elements included are the importance of state primary elections, the importance of raising adequate campaign funds, the costs of conducting campaigns, and the role of chance.

Participants assume the roles of persons seeking to become a party's candidate for the Presidency. Each candidate also has a campaign manager who helps decide on strategy and keeps account of the expenses for his candidate. Each team (candidate and manager) must decide whether to seek the nomination through participating in state primaries, through campaigning in non-primary state, or by a combination campaign in primary and non-primary states.

To initiate the simulation, each candidate is allocated $100,000. As the activity progresses, candidates may raise additional funds, but they must also pay for conducting campaigns in the various states and for moving from state to state. Chance factors, such as the weather, contribute to the movement of the simulation. If a candidate can acquire a majority of the delegate votes prior to the national convention, he/she is declared nominated. The national convention results in vote trading, political trade-offs in order to nominate a presidential and vice presidential candidate.

Hat in the Ring can be used with students as young as eighth graders, but it is enjoyable, and useful with older students. It helps students understand the importance of campaigning for a party nomination and is especially useful in analyzing the importance of state primary elections.

Source: Changing Times Education Service
1729 H Street NW
Washington, D.C. 20006

Cost: $9.95

A Man Called Mr. President is a set of six instructional games. These are not simulations. Although the information used is perhaps esoteric, it is an interesting and enjoyable tool by which much information relative to presidents and the presidency is reviewed.

In Game 1 participants are asked to identify presidential tenure in rank order. For example, a picture of Theodore Roosevelt (unnamed) is shown. The objective of the play is to determine as quickly as possible that he was the 26th person to serve as President of the United States. The play is repeated using a stack of cards with pictures of all the presidents. Game 2 also uses pictures of Presidents, but in this game the objective is to recall information about each picture as it is presented. For example, included are: the birth dates of presidents, home state, college, when he took office and his political party.

Game 3 is quite similar to Game 2, but the person conducting the activity announces the category of information to be recalled before the picture is shown to the group. In Game 4, the picture is not shown. Rather, clues contained on the back of each picture are read. The objective of this game is to identify the President from the clues. One clue is read at a time - if no participant can identify the President, a second clue is read. This

is continued until the President is identified.

Game 5 is conducted with the participants writing questions about the card which is given to them. The objective is for other participants to identify the President about whom the question was written. Game 6 involves role play. In this activity, each participant is provided with the picture of a President. In turn, each person acts out some phase of that President's life. Other participants are to identify the President from the presentation. A Man Called Mr. President is useful with groups from the upper elementary ages to adults. It is a neatly packaged and durable set of games.

Source: National Academic Games Project
P.O. Box 214
Newhall, CA 91322

Cost: $6.00

Election U.S.A., an instructional game, uses a hypothetical presidential election as the basis for teaching (or reviewing) information about the government of the United States. Participants are presented with questions which are directly or indirectly related to various constitutional provisions, including those about elections. For each correct response, a participant is awarded 10 or 20 electoral votes. As he/she accumulates enough electoral votes (270) either by answering questions or claiming votes from uncommitted states, a Presidential winner is declared.

Although Election U.S.A. involves a hypothetical election, it is not a simulation of an election. The major emphasis of this game is a review of information about the judicial, executive and legislative branches of government. In addition to the three traditional categories of information there is a general category which includes a variety of questions dealing with the federal government and the Constitution.

The learning objectives are directly related to the structure of Election U.S.A. It provides a convenient, and stimulating way of reviewing units dealing with the Constitution. And, it is a convenient springboard to teach units relative to the Presidential election processes. It can conveniently be used several times throughout a unit to assess the cognitive gain. Election U.S.A. is appropriate in grades six through twelve.

Source: Civic Educational Aids
P.O. Box 541
Crookston, MN 56716

Cost: $14.95

Napoli is a simulation designed to illustrate some of the complex situation and processes faced by legislators who attempt to pass (or defeat) legislation and, at the same time, satisfy their political constituencies. Participants in Napoli role play legislators who are faced by personal and political decisions. The passage, or defeat, of various bills determine whether one is reelected. Each role assumes a particular political philosophy which is a very strong determinant of one's behavior as a legislator.

Among the processes involved in the legislative session are log rolling and vote trading. This may seem to reduce the legislative session to a demeaning level, but it appears to be a rather realistic model.

Napoli assumes an eight state nation, with the legislature reflecting this assumption. Also assumed is a two-party legislature. The bills to be considered deal with the national debt, voting age, pollution control, but one should not hesitate to develop bills which may be more current than those included in the published materials.

Debriefing is extremely important with Napoli. And, the teacher should be certain to appoint a very bright student to play the role of Speaker of the House.

Source: (Napoli) Simile II
218 12th Street
P.O. Box 910
Del Mar, CA 92014

Cost: $35.00 (for 25 participants)
$50.00 (for 35 participants)

Ninth Justice is an instructional game designed to teach the processes and problems involved when a President of the United States appoints a new (ninth) justice to the United States Supreme Court. Although this game does appear to contain some elements of simulation, it is much more accurately identified as an instructional game. This is not to suggest is not a valuable activity. It must be pointed out, however, that it does not deal with the concept of Judicial review.

Ninth Justice illustrates that the President, although very powerful in the appointment process, cannot act unilaterally. The power of the United States Senate becomes evident as play progresses, and the social-political posture of the existing Supreme Court also plays an important role in determining if a given person can be seated. It also illustrates that a nominee's past, especially positions on current social issues, is quite important in the nomination and approval process.

Although Ninth Justice was developed to be used as a part of the curriculum American Political Behavior (Ginn & Co.), it can be readily used with any teacher developed unit about the United States Supreme Court. It can and should be repeated many times since the combinations necessary for a successful appointment frequently vary. As the teacher debriefs this game, it is very useful to have available much knowledge about recent Presidential nominations to the Supreme Court and whether they were confirmed by the United States Senate. Especially useful are case studies of nominations which were rejected by the Senate. Ninth Justice can be completed in 2 to 4 hours, and it can be used with small or large groups.

Source: Ginn & Company
191 Spring Street
Lexington, MA 02173

Cost: $49.50

Presidential Election Campaigning is a simulation exercise designed to familiarize students with some factors which must be considered by candidates for the Presidency of the United States. This is not a social simulation. Rather, it develops around a series of homework assignments given to pairs of students. The students, (one the Democratic candidate, one the Republican candidate) campaign against one another. Thus, if there are 30 students in a single class, fifteen campaigns would be underway at the same time.

The student manual provides excellent background statements relative to the complexities of politics, especially those involved in a Presidential campaign. Candidates must appeal to his party; he must decide on the personal image he hopes to project; he must acquire accurate information about voter preferences; and he must decide which issues he will present to the public. Decisions relative to the above influence voters to support or reject one's candidacy. Briefly stated, presidential candidates "play a game"; each hopes to win; and, the results are most important.

Presidential Election and Campaigning does not deal with the Electoral College, third parties, or the personalities of party members. The emphases are on the results of decisions made in the context of the Presidential campaign.

Students learn from the background essay, that there are some fixed factors which cannot be manipulated greatly by the candidates. These include: party affiliation; one's personal-social background including the geographical region from which one comes; and, one's identification with, or his opposition to the existing Presidential administration. On the other hand, there are controllable factors which include one's public image, and the issues a candidate decides to present to the public. Out of all these factors, a candidate must put together a campaign that will win voter support.

Presidential Election and Campaigning is played in cycles, each representing one week of a real campaign. Participants complete, as homework assignments, "Campaign Action Forms." Choices are made relative to one's investment in publicizing issue positions, investment in projecting your public image, and the information one needs for future strategy.

The entries of the Campaign Action Forms are evaluated by the instructor. This process is repeated for each cycle of the campaign. The Instructor's Grindle provides careful, although complex, directions for scoring Campaign Action Forms.

Although Presidential Election Campaigning is a complex simulation, it does not require an extensive amount of class time. One must spend one to two hours initiating the activity, and another two hours debriefing it. But, it must be noted that considerable instructor time is required to score Campaign Action Forms.

Presidential Election Campaign is a complex, realistic simulation. It should be used with college students or seniors in high school.

Source: Science Research Associates
259 East Erie Street
Chicago, IL 60611

Cost: $1.25/Participant Manual
$1.00/Instructor's Guide

Additional Simulation Games and Sources

Election is a simulation game dealing with the Presidency. It involves primary elections and the Electoral College. For junior and senior high students.

Source: Educational Games Company
P.O. Box 363
Peekskill, NY 10021

Cost: $9.95

Face of the President is a simulation which involves research about former presidents. Role play is also involved. For upper elementary and junior high.

Source: STEM
P.O. Box 393
Provo, UT 84601

Cost: $3.00

Influence is a simulation which deals with the influence of various political rules on policy making in U.S. government. For junior and senior high students.

Source: Ginn & Company
Statler Building
191 Spring Street
Lexington, MA 02172

Cost: $6.72

Party Convention is a simulation which deals with a Presidential nominating convention. For junior and senior high students.

Source: STEM
P.O. Box 393
Provo, UT 84601

Cost: $2.00

Power is a set of four simulation games dealing with international politics, national politics, local politics and corporation management. It is intended to demonstrate how the control of communication affects political power. For junior and senior high students.

Source: Scott Foresman and Co.
1900 East Lake Ave.
Glenview, IL 60025

Cost: $13.98

Reappointment is a simulation which deals with reapportioning a state legislature. For junior and senior high students.

Source: Simulation and Gaming Association
RR #2 Greentree Road
Lebanon, OH 45036

Cost: $1.95

State Legislator is a simulation which deals with the processes involved as a legislature attempts to solve some of the problems related to the educational needs of the state. For senior high students and adults.

Source: Macmillan Company, School Division
866 Third Ave.
New York, NY 10022

Cost: $10.20

Votes is a simulation which deals with the organization and operation of a political campaign. There are four parties, two major and two minor, in this simulation. It involves many political activities and groups. For junior and senior high students and adults.

Source: Interact
P.O. Box 262
Lakeside, CA 29040